



SCHOOL LIFE

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FEDERAL EXTENSION WORK ASKED.

Commissioner of Education Recommends Establishment of Permanent Division—Problem an Urgent One at This Time—Other Recommendations.

Immediate establishment of a division of educational extension to continue and expand the work begun by the Bureau of Education last year is recommended by the Commissioner of Education in his annual report to the Secretary of the Interior.

Pointing out that interest in educational extension work has grown rapidly within the past few years and that results already obtained show conclusively its value, Dr. Claxton asserts that the special need for such work now and for the next few years is indicated by the following facts:

(1) That of the 4,000,000 recently discharged soldiers, nearly all of whom are eager for opportunities to extend their education for vocational efficiency, for citizenship, and for general culture, few can go to college, and fewer still will enter ordinary high schools, and practically all must depend on such opportunities as the educational extension agencies may offer; (2) that millions of laboring men and women are eager for opportunities for instruction, especially in things pertaining to economics, civic rights and duties, and better living; (3) that millions of women recently enfranchised, or now about to be endowed with the right of suffrage by the ratification of the nineteenth amendment of the Constitution of the United States, are eager for opportunities for instruction in regard to forms of government and civic and political problems; (4) that millions of foreign-born men and women among us, both of those who have taken out citizenship papers and those who have not, although able to speak, read, and write the English language, need to be instructed in regard to the geography, history, ideals, manners and customs, and industrial and economic opportunities in this country; (5) that 2,250,000 boys and girls are every year attaining their majority and entering the ranks of active

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TO USE ARMY MENTAL TESTS IN SCHOOLS.

National Research Council Committee Formulates Plan. Financial Support from the General Education Board.

A plan for using the Army mental tests in schools has been formulated by a committee of the National Research Council.

These tests have been used for some time on individual children, but not on larger groups. It is now planned to employ them in handling large groups of children, even whole classrooms, at one time.

R. M. Yerkes is chairman of the committee at work on the problem. The other members are: M. E. Haggerty, of the University of Minnesota; L. M. Terman, of Stanford University; E. L. Thorndike, of Teachers College, Columbia University; and G. M. Whipple, of the University of Michigan. The General Education Board is furnishing financial support.

In its preliminary work the committee selected some 20 tests

for careful trial. This trial was made on 5,000 children. The committee then selected from the tests two series which seemed to be the most satisfactory, and these will now be tried on several thousand more children in order that they may be further perfected before they are finally offered to the teachers of the country for general use.

In its announcement the National Research Council says:

"This carefully worked out program for group tests will make it possible and practicable to make wholesale surveys of schools annually, or even semiannually, so that grade classification and individual educational treatment can be adjusted with desirable frequency.

"The Army tests on which these new group tests for children are based and which were used with striking success and advantage during the war, were originally devised by a group of psychologists under the auspices of the National Research Council."

The council expects to have its series of tests ready for general use early in 1920.

**BETTER
SALARIES
FOR
TEACHERS**

Thousands of posters like this were used in the Teachers' Salary Campaign in Worcester, Mass.

CANADA STRUGGLING WITH THE PROBLEM OF THE FOREIGN BORN.

Dominion's Lingual Questions Rival Those of United States—How Provinces Have Sought to Solve the Problem.

Canada's efforts to solve the question of the foreign born and the alien in her midst are described by Walter A. Montgomery, of the Bureau of Education, Department of the Interior, in a report on recent educational developments in Canada just issued.

Dr. Montgomery points out that, having its roots deep in what is perhaps the greatest diversity of racial origins in the world, Canada's problem of solving the question of permitting the establishment and maintenance of schools giving instruction in other tongues than English presents difficulties even more complex than in any State of the American Union. He says:

"Canada has within the past 10 years received waves of immigration from 26 distinct racial entities. Fortunately, there is not to be noted a corresponding number of divisions of the language problem. The great majority are too few in number to segregate themselves solidly apart from the English and French populations. The groups which distinctively show and carry out such a tendency are the German, Polish, and Ruthenian.

French and English in the Maritime Provinces.

"The situation in the Maritime Provinces of Prince Edward Island, New Brunswick, and Nova Scotia may be dismissed with slight notice. This group differs fundamentally from all the others in being essentially homogeneous in population. From considerations of geography, climate, and pursuits, immigration has uniformly passed them by. The situation is therefore the simple one of rivalry between the French and the English language. Despite a large proportion of Acadians left in each of these three Provinces, the religious and educational relations between the French and English have always been so amicable, and legal compromises have been so skillful, as to forestall all friction. Nova Scotia's settlement of the problem may be taken as typical. In that Province a special inspector (an Acadian) is provided for Acadian schools; brief summer courses in colloquial English are provided in the Provincial Normal College at Truro for French-speaking teachers; in the first four grades French readers are provided for French-speaking children, with instruction in colloquial English, and English-speaking teachers are not required to know French.

Quebec and the Line of Religious Faith.

"Proceeding westward, Quebec presents the problem of bilingual instruction distinctively along the line of religious faith; and her solution is eminently satisfactory of what might be, with less tactful handling, the most dangerous combination of religious and racial jealousies. The general line of cleavage adopted is, as may be expected, English for and in the Protestant schools, and French for and in the Roman Catholic schools, though a confusing element intervenes in the English-speaking Irish population of Quebec and Montreal. By wise provisions of the Protestant committee of the provincial board of education, French courses of study are included in those of the Protestant schools, being required from the fourth to the eleventh grade, and in the comparatively few French Protestant schools French is the language of instruction, with required courses in English. Similarly, the committee of Catholic schools provides for the use of French for instruction, and requires English from the first year in the great majority of such schools; and in the Catholic schools of Irish and English communities the converse provision is made. In the populous centers some Catholic schools use one language for instruction in the morning and the other in the afternoon; and in the Catholic superior schools the training in English is notably fine. The key which simplifies the situation is that the racial elements in Quebec are locally distinct. The hope expressed by the superintendent of public instruction the month the war broke out that local good sense and patriotism would overcome any difficulty has been amply fulfilled.

Overwhelming English Population in Ontario.

"Geographically and in population Ontario has many points of resemblance to Quebec; but an important dissimilarity lies in the overwhelming majority of the English-speaking population (about 2,000,000) over the minority of all those speaking other languages (about half a million). Without anticipating the treatment of the strictly educational system of Ontario, it may be said that, barring the independence of religious schools found in Quebec, Ontario allows much the same language privileges to the minority. Historic traditions of sentiment and race loyalty clustering around

the city of Quebec have always deeply impressed the French-speaking population in Ontario as well, and this feeling is even intensified by their being unable to have enacted into law such concessions as those enjoyed by their kinsmen in the Province of Quebec. Furthermore, a steady tide of the latter set in a generation ago into Ontario. The displacement of English-speaking farmers that followed served still further to widen the breach of race and language. Regulations of increasing severity requiring the teaching of English in all schools, passed by the department of education on the basis of recommendations made by a commission of inquiry, led in 1915 and 1916 to acute and in some localities disastrous situations in French schools and school boards. The trouble was settled in November, 1916, by the judgment of the privy council of the Dominion, which held that the right to the use of a certain language concerns only legislative or court use, and does not relate to education, but that the right to manage schools, as well as that to determine the language to be used in them, are alike subject to the regulations of the provincial education department.

Racial Diversity in the Western Provinces.

"In sharp contrast to the homogeneous character of the Maritime Provinces and to the absence of a serious language problem there, the prairie Provinces of Manitoba, Saskatchewan, and British Columbia show great racial diversity, due to successive waves of immigration which followed each other too rapidly to be assimilated. In Manitoba's estimated 1,000,000 people are to be counted 19 racial units not speaking English, of which 6 number more than 50,000 each, with the aggregate estimated at 60 per cent of the total population of the Province. Some idea of the race diversity may be gained from the statement that the Bible is sold in Winnipeg in 58 different dialects. Of those speaking a language other than English, the most serious problem is presented by the German Mennonites, the Poles, the Russian Doukhobors, and the Ruthenians.

"Manitoba, largely under the influence of the educational thought of the States of the American Union just to the south, frankly made no legal allowance for any system of public instruction other than the purely nondenominational; and she could therefore offer no such solution of the language problem as that reached by Quebec and Ontario. In 1896 a compromise was adopted by which, in localities where 10 pupils spoke French or other language than English (predominantly Mennonite), bilingual teaching

must be provided; but the French Roman Catholics were not satisfied, and at Winnipeg and Brandon maintained separate parochial schools, besides paying regular taxes for public schools.

Took Advantage of Legal Rights.

"When the tremendous tide of immigration set in about 1902, each racial group took advantage of its legal rights under the above compromise. The climax was reached in 1915 when nearly one-sixth of the schools of Manitoba were bilingual—143 teaching French, 70 German, 121 Polish or Ruthenian, all in addition to English. The unwisdom (noted at the time) of the failure to adopt compulsory school attendance in Manitoba was now made apparent, especially in Ruthenian communities. The first relief afforded was the outright repeal (1915) of the clause requiring bilingual teaching when demanded by the parents of as many as 10 children. In Manitoba, then, as the situation now stands, no more bilingual teaching certificates are issued, and present holders are permitted to teach on the old ones until June, 1919, when they will be invited to qualify for regular certificates. English examinations for entrance to normal schools have been required since 1917, the substitutes of French or German grammar and composition having been abolished.

"In Saskatchewan matters are similar to those in Manitoba. Of the alien elements, the Colony Mennonites, the Colony Doukhobors, the Ruthenians, and the Germans retarded unification by declining to send their children to the public schools which the law provides that the community itself may organize. Educational and social leaders have thought it best not to compel them, but to wait for the influence of new-world surroundings and the example of the independent branch of each religious sect to do their disintegrating work. The Ruthenians, who constitute the largest population in the northern part of the Province, and the Mennonites, among whom entire communities formerly evaded the law by simply not organizing the legal school district but establishing private parochial schools, offer each of them distinctive phases of the problem to be solved. Over these the provincial inspectors had up to 1917 no power whatsoever. The new school attendance act of that year, however, gave the department of education power to investigate all nonpublic schools and to apply legal pressure when needed, though the law leaves a serious loophole for evasion in not requiring "the parent or guardian to send the child to public school if the child is under instruction in some other satisfactory manner." Controversy over the interpretation of this

A conference on education in mining towns has been called by the Bureau of Education in cooperation with the extension division of the University of Pittsburgh for November 28 and 29, at Pittsburgh.

This conference is the second that has been held. A similar conference of mine operators, mine workers, school superintendents, principals, and teachers in western Pennsylvania, West Virginia, Maryland, and eastern Ohio last Novem-

ber resulted in a significant discussion of educational problems in mine communities, and led to a request for additional conferences.

The program will cover the following topics:

Friday, November 28.

1. How provide better living conditions for teachers? The teacherage.
2. The work-study-play plan of organization in mining-town schools.
3. Is the all-year school feasible and desirable?
4. How obtain better financial support for mining-town schools?
5. Discussion of other topics that may be suggested.

Saturday, November 29.

1. What vocational training in mining can the schools give (a) to boys 14 to 18 years of age, (b) to adults?
2. The education of the miner's wife and daughters in home making.
3. How may schools in adjoining mining districts be grouped for vocational training in mining?
4. How may community be educating the adult alien for citizenship.
5. What changes should be made in the general courses of study for elementary and secondary schools to adapt them to the needs of such schools in mining towns?
6. Discussion of other topics that may be suggested.

W. S. Deffenbaugh, specialist in city-school administration, Bureau of Education, will preside at the Friday conference, and Director J. H. Kelly, of the university extension division of the University of Pittsburgh, will be chairman of the Saturday meeting.

COMPULSORY EDUCATION OFFICIALS MEET AT PHILADELPHIA.

The problem of regular attendance at school, rendered exceedingly difficult by conditions during and since the war, will be the chief topic of discussion at the annual convention of the National League of Compulsory Education Officials, to be held at Philadelphia December 3 to 6.

Teachers' certificates can not be granted in Michigan to persons who are not citizens of the United States according to a law passed by the 1919 legislature. The requirement does not apply to teachers actively in service when the act takes effect.

Supervision of Foreign Schools in Alberta.

"In Alberta the very large number of groups speaking other languages than English led to the appointment in 1914 of a supervisor of foreign schools, vested with large power of supervision and interference. Here, as elsewhere, the Ruthenian group gave most trouble, as they clung most tenaciously to their parochial schools. Because of the widely varying degrees of excellence found in the latter, the Government has steadily refused to recognize attendance at such schools as fulfilling the compulsory educational requirements. This policy, tactfully and yet unswervingly adhered to, has resulted in the closing of almost all the Ruthenian schools and of many German-Lutheran private parochial schools conducted by theological students from Lutheran colleges in the United States, which were considered as not reaching the prescribed standard of efficiency.

"Last of all, and strange to say, parallel to the situation in the maritime provinces of the east, the extreme western Province of British Columbia presents no language problem, though showing wide diversity of racial groups, each of which is so small in numbers as to offer no trouble in the matter of language instruction in the public schools."

Dr. Montgomery concludes that the question of the language of instruction throughout the Dominion has steadily tended to a satisfactory adjustment since its injection as an issue of extremely bitter controversy six years ago. "As one time threatening to disrupt boards and schools, notably in Ontario," he says, "it came to have applied to it the spirit of fair play characteristic of western democracy, and the general principle of the rule of the majority, tempered with concessions to local sentiment."

WORCESTER CITIZENS PETITION FOR HIGHER SALARIES FOR TEACHERS.

Civic Organizations Take Active Part in Securing Pay Increases—Comparisons with Other City Officials.

More than 17,000 voters out of a total of 28,933 in Worcester, Mass., recently signed a petition for higher salaries for the city's teachers, and it is explained that most of those who failed to sign did not have any opportunity to do so in the limited time available.

The campaign for better salaries carried out by the Worcester Teachers' Association had the support of business men, labor unions, civic organizations, the press, and numerous other forces.

"Teachers Have Waited Long Enough."

"The teachers have waited long enough for a respectable living wage. Give it to them now," was the slogan of one of the newspapers that helped mold public opinion.

The teachers in their campaign called attention to the fact that the Worcester tax rate of \$21.20 for 1918 was \$3.80 lower than for Cambridge; \$4.20 lower than that for Taunton; \$2 lower than that for Somerville; \$5.30 lower than that for Salem; \$5.60 lower than that for Revere; \$3 lower than that for Quincy; \$4.20 lower than that for New Bedford; \$2.60 lower than that for Lowell; \$0.60 lower than that for Lynn; \$1.00 lower than that for Lawrence; \$4.60 lower than that for Brockton.

The teachers pointed out that in 1872-73 the principal of the classical and English high school received \$3,000; in January, 1919, he received \$3,200, an increase of 6½ per cent in 46 years. In 1872 there were 8 teachers besides the principal; in 1919 there were 27. In the high school of commerce, January, 1919, were 64 teachers besides the principal.

Teachers and Other Employees.

Comparing educational salaries with other city government salaries, the teachers showed that in 1872 the mayor of Worcester received \$1,500, one-half that of the principal of the high school, while now the mayor receives \$5,000, an increase of 233 per cent as compared with an increase of 25 per cent, or more than nine times as much increase as for the principal.

How the Teachers Appealed.

A typical bulletin of the Worcester Teachers' Association issued during the campaign is as follows:

1. Payson Smith, commissioner of education, says, "I believe that a minimum of \$1,800 should be estab-

lished as a wage for teachers." (Boston Advertiser, Sept. 28, 1919.)

2. \$1,150 is the present minimum for elementary teachers in Holyoke.
3. \$675 is the present minimum for teachers in Worcester.
4. Prof. Charles Zueblin says: "In many other States a minimum has already been established of \$1,000 per year for every kind of work, that is considered the lowest wage possible for a person to live on."
5. The minimum for the humble and worthy worker on the streets of Worcester is \$3 per day; there is a movement in favor of making it \$4.50 per day; living conditions demand it, and may he get it. An 18-year-old boy with a fourth grade education is eligible to this kind of a job. The economic status of the teacher has become such that this and similar occupations are the only ones with which hers is on a parity. Compared to the educational requirements of the said 18-year-old boy, the elected teacher in Worcester requires four more years in which to complete the elementary course, four years for high school, two or three years for normal school, and two years for practice, a total of 12 or 13 years.
6. The wages of almost all other teachers, principals included, have

not been increased during the past few years in the same ratio as have those of most municipal and other workers who in normal times received not more or considerably less than they.

7. Continued increase in the cost of living, greatly increased wages of workers in other occupations and small increases comparatively for teachers, emphasizing each month the ever increasing disparity, make imperative an appeal by the teachers for an immediate increase in salaries.
8. Bradstreet's index of commodity prices for 1910 was 8.99; for 1918 it was 19.80, an increase of 120 per cent. It is generally believed that the peak of H. C. L. has not yet been reached.
9. The dollar of to-day has a purchasing value of 50 cents as compared with that of 1913. Divide your present salary by 2 and you will know its worth in terms of 1913. Multiply your 1913 salary by 2, that is increase it by 100 per cent, and you will know what you should be receiving to-day.
10. The teachers of this city are appreciative of the splendid work of the authorities in strongly advocating, preparing, and carrying out almost completely an excellent salary schedule. However, changed conditions seem to make its revision desirable.
11. Supt. Gruver has been made aware of this proposed movement by personal visit to him of a committee of the high school men's club and of the president of the Worcester Teachers' Association.

SCHOOL AND OTHER SALARIES IN WORCESTER, MASS.

Position.	1903.	1919.	Increased Per cent.
Mayor	\$2,500	\$5,000	100
Chief of police	2,000	4,000	100
Chief of fire department	2,000	4,000	100
Deputy chief of police	1,500	3,000	100
Deputy chief of fire department	1,300	3,000	130
Police lieutenant	1,150	2,300	106
Police sergeant	1,100	2,100	90
Captain fire department	1,100	2,300	110
Lieutenant fire department	1,050	2,100	100
Superintendent of schools	4,000	5,000	25
High-school principal	3,000	3,750	25
High-school teacher:			
Highest paid	2,300	2,650	15
Grammar principal:			
Highest paid	2,100	2,800	33

Have you tried the same comparison in your city?

PROGRESS IN UNIFORM SCHOOL STATISTICS.

State Education Departments Cooperating in Establishment of Plan.

State departments of education in 12 of the Eastern States have already adopted a plan for the collection of educational statistics in accordance with the following plan:

1. The State department of education should be the only agency within a State to which the Federal Government should be required to apply for information regarding educational statistics.

2. Each State department of education should collect and include in its reports statistical and other information in regard to all educational institutions and activities, public and private, in the State, from kindergartens to universities and colleges, and including libraries, schools of music, art, etc., so that its reports may constitute a history of all educational activities in the State.

3. The statistics of each State should be collected and compiled in such form and manner that they may be easily and correctly comparable with those of all other States. To this end all States should collect information regarding at least all the items included in the blanks formulated by the Bureau of Education and in accordance with the explanation of items issued by the bureau.

To Be Collected Every Two Years.

4. The State departments of education should collect for the Bureau of Education biennially all statistics of all classes of educational systems and institutions in their respective States, thus making unnecessary the preparation by local school officers in the States of numerous reports, and insuring uniformity in statistics furnished to the Federal and State offices.

5. The State departments of education should furnish to the Bureau of Education biennially for the even-numbered years copies of the statistical reports of—

- (a) The State school system.
- (b) Each city and town having a population of 2,500 or over.
- (c) Each public high school.
- (d) Each private secondary school.
- (e) Each university, college, and professional school, public and private.
- (f) Each normal school, public and private.
- (g) Each commercial school.
- (h) Each summer school.
- (i) Each State industrial or reform school.
- (j) Each school for the blind, deaf, and feeble-minded, public and private.

(k) All other schools of whatever kind.

6. In so far as may be desired, the Bureau of Education will furnish to the several State departments of education the blanks necessary for the collection of statistics.

Will Simplify Procedure.

"If this plan is adopted and carried out by all the States, comparable statistics will be secured and local school officers in the States will be relieved of the annoyance of making numerous reports in different forms," says Dr. P. P. Claxton in his annual report. "Furthermore, by requiring reports from all educational institutions in the State the State department of education will come to be recognized, as it should be, as the head of the entire educational system in the State and not merely of the common-school system."

MATHEMATICAL COMMITTEE SOON TO ISSUE PRELIMINARY REPORT.

A preliminary report on "The Reorganization of Introductory Courses in Mathematics in Secondary Schools" will shortly be issued by the National Committee on Mathematical Requirements.

This report has been prepared by a representative subcommittee. It has not as yet been considered by the national committee, but its publication as a basis for discussion by teachers' organizations, committees, and local groups has been authorized.

A report on "The valid aims and purposes of the teaching of mathematics in the light of recent criticisms" will, it is hoped, be ready for distribution by January. In it an attempt will be made to state precisely and succinctly the mathematical training that every citizen should secure. The findings of this report can then be made a basis for the determination of precisely what and how much mathematics should be required of all students.

An extended investigation of "Experimental schools and courses" is being undertaken for the committee by Mr. Raleigh Schorling of the Lincoln School. Detailed plans for this investigation were approved by the national committee at its last meeting in New York City on November 1.

Mr. J. A. Foberg is preparing a report on "Mathematics in junior high schools."

Prof. A. R. Crathorne has recently submitted a report giving the results of his investigation of "Change of mind between high school and college as to life work." Prof. Crathorne is at work on an extended investigation entitled "A

critical study of the correlation method as applied to grades."

A statement of general principles to govern the proposed revision of college entrance requirements has been tentatively approved by the committee. This statement has been sent out to some 50 representative colleges and universities for their criticism and comment.

The committee has sent letters to all teachers' organizations having mathematical interests, of which it has been able to learn, asking their cooperation and offering the assistance of the committee.

RHODE ISLAND TEACHERS' ORGANIZATION SEVENTY-FIVE YEARS OLD.

The seventy-fifth anniversary of the Rhode Island Institute of Instruction, said to be the oldest existing State association of teachers in the United States, was celebrated at a meeting in Providence, R. I. October 30 to November 1.

The Institute was established in 1844 under the leadership of Henry Barnard, first United States Commissioner of Education, who was at that time engaged in making an official State survey of education in Rhode Island.

At the recent meeting Americanization was a leading subject, because of the State's new legislation for the elimination of illiteracy. During one of the sessions a British flag was presented to the pupils of the observation school of the Rhode Island State Normal School, in behalf of the pupils of Blakley Municipal School of Manchester, England. The presentation followed an exchange of flags at the request of the head master of the Manchester School, who wished to fly the American flag on the school staff July 4.

JUNIOR EMPLOYMENT SERVICE IN NEW YORK CITY.

The "Junior Employment Service," formerly under the Junior Section of the United States Employment Service, has recently opened its main office at 51 West Sixty-first Street, New York, and "is now ready to give advice to boys and girls from 14 to 18 years, and to place them in positions which have previously been investigated," according to an announcement just issued.

The office is open for registration from 8 to 12 daily and every Wednesday evening from 5 to 7.30 for consultation or advice to those working during the day. The service is free both to employer and employee. The director is Mrs. Alice K. Pollitzer.

STEEL CITY CARRIES \$2,000,000 BOND ISSUE.

In Midst of Strike Situation Citizens Vote Nine to One in Favor of School Buildings—Story of the Campaign.

How in the midst of the steel strike, when the industries of the city were completely paralyzed, the city of Johnstown, Pa., voted more than 9 to 1 in favor of a bond issue of \$2,000,000 for new school buildings, is told by Supt. of Schools H. J. Stockton in a special statement prepared for the Bureau of Education. Mr. Stockton says:

Enter the Big Strike.

"The Cambria Steel Co., a branch of the Midvale Ordinance Corporation, September 22, the date of the strike's inception, closed their plant and declared that no effort would be made to reopen until a sufficient number of employees indicated their willingness to return. These mills employ two-thirds of the working population of the city—about 18,000 men. The coal miners' strike, November 1, added an extra 2,000 of idle men. A stage of great depression of mind and spirit was rapidly approaching around election time. Ordinarily, one would not at such a time adjudge the public temper as favorable to any project looking toward loosening the individual or public purse strings.

"The board of school directors, doubtlessly, would not have launched the campaign had they foreseen the rough weather ahead. While on September 15, the day the Board voted to submit the bond proposal, the strike was in the offing, yet there was here as elsewhere a tendency to discount its magnitude and duration.

The Board's Program.

"On September 15 the board of school directors, by a unanimous vote, submitted a program of improvements and new construction that had been the product of two years' thought and discussion. Through a survey of local school men, through reports, speeches, and newspaper articles the public was in possession of the facts of the program long before its formal submission. To carry out this program the board of directors also drew up a resolution submitting the proposal for an 'increase of indebtedness' to the extent of \$2,000,000, to the electorate November 4. The board gave the superintendent carte blanche in the conduct of the campaign. Here are ways we tried to reach the voter:

Advertisements in Daily Papers.

"Forty daily advertisements were run in the one morning and the two afternoon papers. The best space was bought and not a day missed. The advertisements built up the board's case with a cumulative effect that was overpowering.

"An intraschool organization was formed whereby eight supervisors took charge of eight districts of two or more schools. These district chairmen were responsible for the direction and development of the campaign in their districts. They met every Monday with the superintendent, made specific reports and discussed and outlined future moves in the campaign.

Every Pupil a Booster for Bonds.

"Through the intraschool organization every pupil became a propagandist. The classes in English worked on the school needs, particularly their own school, until every pupil had a thorough knowledge of conditions. The written language exercises were sent home, so that the parents might read them. The parents signed the papers as evidence they had been read. Much the same tactics were used as had been used to put across food conservation pledges during the war. The boys and girls in the end were so filled with the subject that they became irresistible crusaders for 'Vote "Yes" for School Bonds, November 4th.'

"A citizens' committee was formed with a practical but respected politician as chairman whereby every ward was represented by the best organizer and vote getter in the ward. Each ward then had its separate committee which canvassed every voter in the ward. The various district chairmen of the intraschool organization kept closely in touch with the ward chairmen and endeavored to overcome any tendencies to inertia that manifested themselves. The citizens' committee under its able chairman did invaluable work on election day. They accosted every voter.

Indorsements from Organizations.

"Public meetings were held in every section of the city. The teachers and principals worked up programs consisting of four-minute speeches, dialogues, tableaux, games, playlets, and songs on the bond issue. Speeches by school officials and citizens then drove home argu-

ments from every standpoint on the bond issue.

"Indorsements from every organization possible were obtained. Indorsements from the chamber of commerce, Rotary Club, Kiwanis Club, Civic Club, Sons of Veterans, labor unions, foreign societies junior order, Catholic societies, etc., poured in. They made splendid news articles.

The Vocational School Press on the Job.

"Copies of the most pertinent advertisements were run off on the vocational school press and were carried home by the pupils. A voters' catechism answering all questions on the bond issue was distributed by the citizens' committee.

"The pupils in their art classes designed and produced a remarkably novel and original display of posters which were gladly put in the stores. A large municipal bill board was granted by council for use in the campaign. A reproduction on this bill board in colors of a cut used in a magazine advertisement of the National City Bank of New York, 'The Needs of Young America Must Go Forward,' had in it a sentimental appeal that was irresistible. Like everything else, it created talk, and talk was what we wanted. The day before election tags bearing the inscription 'Vote "Yes" for School Bonds, November 4th' were given out to every child to be worn election day. Candidates for office and the voters on election day went around begging for tags to wear. At each approach to the polling places boys with banners 'Vote "Yes" for School Bonds To-day' were placed.

Four-Minute Speakers.

"The school papers—The School News and the Spectator—ran special bond issue numbers.

"Carefully trained four-minute speakers from the first grade to the high school toward the end of the campaign were put, four different nights, at the theaters and moving-picture houses. They were more effective than adults could have been. Even the churches clamored for these youthful advocates. Seven different lantern slides were used also in the moving-picture places.

"Not a chance for vital news was overlooked. Newspapers gladly gave their columns. Editorials and letters of approval by readers also boosted the proposition.

"When the strike came and multiplied our obstacles, we did the common-sense thing of multiplying our resources and our energies. The 9-to-1 result, we feel, has seldom been matched even under the best conditions."



U. S. School Garden Army

GARDEN ARMY OFFICERS AND THEIR VALUE.

The Samuel F. B. Morse Productive School Garden Army of School No. 98, Baltimore, Md., at the close of its second garden season had 10 organized companies with a captain, first lieutenant, and a second lieutenant over each company. A major was at the head of these officers.

"Although there were many more companies this year than last year, it was not as difficult to get competent leaders," says Miss Mary E. Hahn, who directed the work, "for many who were second lieutenants last year were made first lieutenants this year, and first lieutenants were promoted to captains. In that way several companies were quickly organized. As the army grew more companies were formed. Volunteers to serve as lieutenants were called for, but only those were chosen who were highly recommended by their class teacher. The best of these lieutenants were gradually promoted to captains. Of course there were several officers, because of unsatisfactory work or other causes, who had to resign. Soon other officers filled their places and in the spring all 10 companies with 848 privates were organized and remained thus until the close of the year.

"Each officer kept a small notebook and used a page for each private in his division. The reports, including the name of private, age, address, the size and condition of garden, kinds of seeds sown, plants growing, etc., were made after visits. At a designated time at the close of spring and summer all reports of gardeners were handed in to the general director of the school. These reports were written on large sheets of paper and names arranged in order of merit. Most of the reports were handed in when requested and were very satisfactory.

"A captain who had done very good work and also assisted with the clerical work was given the officers' reports to classify. All the very best gardens were inspected by her and then arranged, according to her judgment, on the prize list. Her work was so satisfactorily done that she was promoted to the rank of major. As major she had all officers under her; notified them whenever meetings were to be held; delivered messages to classrooms; distributed insignia to officers and literature and seeds when

needed. She also helped discouraged privates whose crops were failures to raise another crop; interviewed those children who had promised gardens and had none; and tried her best to have the entire school at work in gardens or at the Carroll Park Community Garden. After being instructed she also taught some children how to can their vegetables.

"There is certainly great value in having a well-organized body of officers. The amount of work which would fall to one person is distributed over a large number. Then, too, there is system without which nothing satisfactory could be accomplished. As officers it makes the children feel their responsibility and see that they are doing something big and worth while. At the same time it gives them an opportunity in doing practical things. It inspires them to equip themselves for the position. It overcomes timidity. It not only stimulates great interest in the work and gives them prac-

tice as leaders, but exercises their judgment. It brings about cooperation among the children and increases interest, not only in the cause but in each other. The work is thus vested with a dignity which it could not possibly possess without leadership."

THE SCHOOL GARDEN IN READING, PA.

"School gardening has certainly come to Reading to stay," says Supt. Charles B. Foos, of that city.

The United States School Garden Army for 1919 was formally organized last February. A committee of 13 teachers, known as the supervisory committee, met to discuss methods for conducting the work. Each member was assigned to a certain section of the city. Other teachers of the Reading school district were asked to serve as assistants to this committee.

Citizens of Reading, who had vacant lots, willingly offered them to the children who did not have plots. Hon. Arthur G. Dewalt furnished free seeds, and in addition children purchased large quantities of seeds.

Each school organized a company with a captain, first lieutenant, and second lieutenant. The officers chosen by the children were from among those who, at the end of May, 1919, had the best gardens. Officers assisted the less capable children in the cultivation of their gardens.

The Government furnished leaflets, bulletins, and lessons in gardening for each child, and the National War Garden Commission sent a series of articles on storing and drying of vegetables and canning of fruits. The garden army, therefore, did not lack for information regarding the right methods for cultivating garden products.

When the movement was introduced by the superintendent, in 1916, 3,500 children responded enthusiastically and tried their hands at gardening; in 1917, 5,500 children enlisted; in 1918, 6,987 boys and girls enlisted; while in 1919, 7,243 enlisted.

Better education and more education are an urgent necessity, national and democratic.—John Clarke.

ESSENTIALS IN A GARDEN PROGRAM.

By J. L. RANDALL, Director, School Garden Army, Bureau of Education.

Gardening should be a definite part of the reconstructed courses of study of the upper grades of the grammar schools of cities, towns, and villages.

Teachers should be assigned to this work and paid an extra salary for direction of the practical garden work after school, on Saturday, and during vacation periods.

The garden lessons furnished by the United States School Garden Army may be used for instruction in the classroom and for direction of field work.

The use of pupil officers, insignia, and posters of the U. S. S. G. A. will increase interest and help gardening become a part of the school curriculum.

SCHOOL LIFE

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Editor, W. CARSON RYAN, JR.

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THE NEW SPIRIT IN EDUCATION.

"There never was a time when there was a greater tendency to study education in a thoroughgoing and scientific way than now, and never a time when there was greater zeal for improvement," says State Superintendent Cary in the November issue of his Educational News Bulletin.

What Superintendent Cary recognizes and seeks to describe is the new spirit some educational leaders believe has come into public education. "Despite the conservatism that characterizes many school men of the older generation, and despite the youthfulness and poor training of the rank and file of teachers the country over," Mr. Cary contends, "there is plainly discernible a new spirit, a new method, and a new ideal in education."

Whether this is really a new thing, or only a new way of looking at a very old and fundamental thing, may be discussed pro and con. Whatever the decision reached, Superintendent Cary's presentation of the two aspects is worth considering. He says:

"The new spirit is the democratic spirit as over against the spirit of benevolent despotism that has in the past characterized most schools. In that mild autocracy, the old-time school, the teacher was a very conspicuous part of the school. She made, at least she administered, the rules of the school. She assigned the tasks. She tested her pupils to see if they had mastered the tasks assigned, and she saw to it that there was order in the schoolroom. In the main, the business of the pupil was to keep quiet, learn his lesson, and speak when he was spoken to. If he did not memorize his lesson or if he did not obey strictly and promptly, he was punished.

"The new method of the schools is a cooperative method under which pupils take an active and important part in the recitation and in the various exercises and functions of the school.

"The new ideal of the school is the fitting of our youth to enter into reciprocal and cooperative relations with their fellowmen in an intelligent manner. The ideal in the past, at least in the city schools, has been the fitting of pupils to do the work of the next grade or to be promoted into the next higher school.

"The aim of the modern school is to develop initiative, good judgment, and right attitude toward one's fellows (good will)."

"To develop initiative pupils must be given opportunity to initiate; to cultivate good will requires active cooperation with others; to develop skill of any sort involves activity under proper guidance. A good school is an active school, but its activity is not lawless or disorderly. In its activity it is economic, intensive, joyous. As actualities such schools are not numerous, but the spirit is abroad in the educational world and is bringing forth fruit often in the most unexpected places."

GARDENING AS A PERMANENT PART OF SCHOOL WORK.

The School Garden Army Division of the United States Bureau of Education was established for the purpose of helping school officials plan a constructive and permanent garden program.

Before the war school-supervised gardening had proved its value, as shown by the fact that it was recognized as a productive war agency. During the war the 1,500,000 children's garden recruits engaged their energies in the production of new wealth. This is one of the armies that is not to be demobilized. Indeed, the number of children working under its banner has increased since the signing of the armistice to over 2,000,000.

Garden work for children has educational values that are no longer questioned, and the schools are the logical agencies to organize and direct this branch of education.

It is recognized that the garden program must vary under the varying conditions existing in different cities and even in parts of the same city. The school-directed home garden and the garden at the school each has a useful place, although the former is more efficient in small cities and suburban sections. There is general agreement that with our present short school day and schoolyear, most of the actual garden work should be done during out-of-school hours, at which time the city child has little useful occupation. This out-of-school-hour gardening, however, should be directed by garden teachers and should be correlated with actual school-work.

A SURVEY OF VISITING-TEACHER WORK.

The National Association of Visiting Teachers and Home and School Visitors is conducting a survey of the work of visiting teachers in the United States, and is sending out material on the visiting teacher to those seeking information. Although the association was organized only last June, it already includes in its membership visiting teachers from many parts of the United States.

The visiting teacher—called "home and school visitor" in Boston—is a teacher who is experienced in the solution of social problems affecting school children and in adjusting the difficulties that arise in regard to problematic children—the precocious, the deficient, the backward, the subnormal; the mischievous, unmanageable, or wayward; or those hampered by adverse home or environmental conditions. Going out from the school into the homes and neighborhood she analyzes for the busy classroom teacher the underlying causes of the maladjustment, and through appropriate measures reclaims these future citizens to normal conditions, thus preventing the retardation, delinquency, and social waste that would have followed neglect.

Miss Jessie L. Louderback, 158 West Seventy-eighth Street, of the visiting teacher staff of the department of education, New York City, and chairman of the publicity committee of the National Association of Visiting Teachers and Home and School Visitors, is conducting the survey, and will be glad to hear from visiting teachers who are not already affiliated with the national organization.

\$2.06 A DAY.

Teachers, like other people, live 365 days in the year, as the Worcester Teachers' Association notes.

In figuring on living income, therefore, it should be noted that the teacher who receives \$750 a year—higher than the "average"—is receiving just \$2.06 a day.

This is not a living wage for teachers, ditch diggers, or anybody else, and if the American democracy really means what it says when it speaks eloquently about the service of teachers it will pay a great deal more than it is now paying for teaching service. Otherwise it will not have any teachers.

With the State Departments of Education

(Furnished by State Superintendents and other State officers.)

PENNSYLVANIA'S BIG EDUCATIONAL CONGRESS.

State Supt. Thomas E. Finegan, of Pennsylvania, has called an educational congress, to convene at the State capitol, Harrisburg, on November 17 and be in session six days. The purpose of the congress is to consider existing fundamental American educational needs, particularly as revealed by our recent national experiences, and to determine what modifications, if any, of the curriculums or of the general plan and scope of the work of our elementary and secondary schools, should be made to meet such fundamental state and national needs.

The work of the congress will be carried on through a series of small conferences. It is not intended to hold mass meetings or to have formal lectures or addresses. Men and women of broad educational experience and dependable judgment, as well as those of highest authority in special fields of education in our own and other States, and those of proved ability in other professions and in business and public affairs, will be invited to participate in these conferences. Leaders will be chosen to present the subjects in each conference, and these subjects will then be open for general discussion.

A committee will be appointed to formulate the general conclusions reached as to matters under consideration in each conference. The report of this committee will be used by the State department in determining matters of policy in the educational work of the State.

The main subjects for discussion will be: Education and training for citizenship; industrial education; training of teachers; higher education; educational measurements.

DELAWARE HAS HALF MILLION FOR COLORED SCHOOLS.

Delaware recently received an addition of \$500,000 to the already announced gift of \$2,000,000 from Pierre S. du Pont for public schools. The supplementary gift will be used solely for colored schools in cooperation with and at the request of local public-school authorities.

In commenting on the gift the Wilmington Journal said:

"This gift of \$500,000 will make it possible to wipe out 90 or more ramshackle structures which have been serving as schoolhouses and will dot the State with

beautiful structures adapted to the advancement of the colored race. No building will be erected until the site and the plan are approved by the State board of education. As soon as the building is completed, it will be turned over as a gift, either to the county board of education or to the special district in which the building is placed.

"While Mr. du Pont speaks in his letter announcing his new gift of the survey made by the General Education Board in 1918 and of the report of the commission of Columbia University on the condition of the schools of Delaware made this summer, his action has not been prompted by those reports alone. Recently he has been making a tour of the State, examining schoolhouse conditions for himself. He has seen 60 and 70 colored children crowded into a room not large enough for 20, sitting 5 and 6 upon a seat, some of them on boxes, some of them trying to write on boards thrown across the backs of old church pews, the board being level with the chins of the children who were trying to write on them. He has seen teachers trying to get along with equipment of the most rudimentary kind, no maps, broken blackboards, old handmade desks, archaic wood-burning stoves; he has seen the insanitary and indecent outhouses used by the children, and pig pens right up close to the sides of the building with the stench entering the windows. What he has seen and heard must have convinced him that nothing but radical measures can ever meet the situation in Delaware."

RHODE ISLAND COMMISSIONER URGES BETTER TEACHER TRAINING.

A program for meeting the emergency in education so far as it concerns the shortage of teachers was outlined by State Commissioner Ranger, of Rhode Island, before the meeting of the alumnae association of the Rhode Island Normal School on October 30. Anticipating for the not far distant future a more serious situation than prevails now, Dr. Ranger urged better salaries for teachers and more adequate provision for the training of teachers, including in Rhode Island the construction of new buildings to supplement the present accommodations. Dr. Ranger pointed out the prospective necessity of active measures to recruit young men and women for the teaching profession. He pointed to what appeared

to be a failure of present methods of offering professional education to those who will take it, and suggested that, unless improvement in salaries, already accomplished or in prospect, should induce more young people to enter professional training, it might become necessary to offer prospective teachers apprentice salaries while engaged in preparation for service. With the payment of such salaries would follow a more exacting selection of pupils. The establishment of higher standard qualification would indicate also an extension of normal school education to four years, and recognition of four years of post-secondary education by a bachelor degree in education.

NEW HAMPSHIRE FINDS "OFFICER" DESIGNATIONS HELPFUL.

Formerly skeptical of the idea of captains, lieutenants, etc., in the Garden Army, Deputy Supt. G. H. Whitchee, of New Hampshire, has become convinced that the plan is working out well in his State. He writes:

"At the beginning of our adoption of the United States School Garden Army plan of organization I was decidedly skeptical if not hostile to the idea of captains, lieutenants, etc. As a matter of fact, I had difficulty in convincing myself that these official designations would mean anything to the pupils or would have any value in the garden work.

"During the summer, however, as I watched matters work out in my own home vicinity I discovered that the wide-awake captains and lieutenants connected with the various units were active in inspecting gardens. I know this because they came repeatedly to my own home where one of the School Garden Army privates lives and faithfully and intelligently looked over the work, talked it over with the young gardener and made notes and in general acted in a very businesslike way with complete evidence of the seriousness of their intentions with respect to the whole matter. This has convinced me that one of the most promising ways in which the supervision of home gardens may be accomplished is through the wise selection of captains and lieutenants. Of course, there is need of adult garden supervisors to oversee the whole problem in any given locality, but the pupil officers of the garden units can certainly render very valuable service and do much to make the whole movement a success."

SALARY CAMPAIGN "CAN NOT FAIL."

Commissioner of Education Believes Spokane Citizens Will Support Higher Pay for Teachers—Proposed Increases Very Modest, Is Assertion.

That the campaign for better salaries for teachers can not fail, and that the people who pay the taxes can not afford to have it fail, is the assertion of Commissioner of Education P. P. Claxton, who has written to Mr. D. L. Kirk, of the Lewis and Clark High School, Spokane, Wash., indorsing the effort to secure better salaries for Spokane teachers. Dr. Claxton says:

"The proposed increase of salaries of teachers in Spokane is very modest. It should be much larger. When the increase now proposed is made, the purchasing power of the salaries of the teachers will still be much less than it was before the beginning of the rapid increase in the cost of living. In reality the salaries will be lower than they were then, and they have always been shamefully low.

"Spokane must not permit the high standards of the schools of which it has been justly proud to be lowered, as they will inevitably be unless the salaries of the teachers are increased sufficiently to enable the schools to attract and hold the best against the competition of the schools of other cities and against the allurements of much higher pay in other occupations requiring much less ability and much less taxing on the energies of men and women. The just pride of the city in its good name and its vast achievements will not permit it, nor will its hope of future progress.

Everything Depends on Schools.

"All the future welfare of the city and its place in the service of the State and Nation and the world depend on its schools as on nothing else. The value of the schools depends on their teachers. All the activities of legislatures in making school laws, of administrative officers in working out school systems, of boards of education in building and equipping schoolhouses, of parents in feeding and clothing their children and sending them to school, result only in a situation—groups of children in schoolrooms for a certain number of hours for a certain number of days in the year, and with each group a man or woman called a teacher. Legislatures, laws, systems, boards, executive officers, houses and equipment do not teach. They only make possible the situation. What comes out of the situation and the returns for all expenditures of time and money and

knowledge depend on the ability, the devotion, the education, culture, professional knowledge and skill of the teachers. I have sometimes thought that the highest function of society and Government in a democracy like ours consists in finding and putting into the schools teachers fully competent for their work, and then keeping them there under conditions that will enable them to do their work most effectively. If democracy succeeds in this, then it may succeed in all else. If it fails in this, then it must inevitably fail in all else.

The Schools, Not the Teachers, the Primary Consideration.

"The plea for better pay for teachers is not primarily for the sake of the teachers themselves, but for the sake of the schools, the children, and the future wealth and welfare of the city and of the State and Nation of which it is a part. Men and women of such ability and character as should be required to teach in the schools of Spokane could make their living in other occupations less exacting. All good teachers have a large measure of the spirit of self-sacrifice and unselfish service for the good of others, of the public, but unfortunately—or fortunately—in America we have formed the habit of measuring values even of personal service and devotion to the public welfare in terms of dollars and cents. We have long since ceased to regard teachers as objects of charity to whom groceries and clothing and other goods are sold at half price and to whom landlords make concessions in rent. In this respect teachers are regarded as men and women asking no favors and receiving none, but able and willing to live by the same economic laws as others. We must, therefore, pay them in proportion to the requirements and value of their work. Not to do so is injustice of a high order to the teachers themselves and to the spirit of our industrial and economic democracy.

Spokane's Ability to Pay.

"Spokane is amply able to provide the funds for this increase. The city is rich. In the midst of the unbounded resources of the great Northwest it is rapidly growing richer. Its possibilities of wealth are limited only by the limits of the intelligence, knowledge, skill, and energies of the people. These will be determined by the schools, by their teachers. Every dollar invested in the schools for better teaching will yield many dollars in return within the next generation. Every dollar needed but withheld through false economy will decrease production and tend toward poverty. Here, if anywhere, is the withholding that does not enrich. Little of the money paid to the teachers

will be taken out of circulation in the city even temporarily. Almost immediately it will return directly or indirectly, through channels of trade and investment, to the hands of those who paid it out in taxes.

A Patriotic Duty.

"Finally, it may justly be urged that those who will pay most of the increase in taxes will do so without sacrifice to themselves. They will have no less to spend for the necessities and luxuries of life. The tax money will be taken from what would otherwise be left in cash or some kind of investment to the children, their own children or the children of others. For these taxpaying men and women it is then only a question as to whether they will leave to their children bonds or brains, lands or life, money or ability to make money far in excess of the small amounts by which their heritage will be diminished through these additional taxes—and a fuller measure of manhood and womanhood, of preparation for the duties and responsibilities of citizenship in the new democracy of the Nation and the world, of health and strength, and the sweetness and light which we call culture; that finer thing which can never be measured in terms of minted coin, but without which all human life is failure. The choice is to be made by the voters and taxpayers of Spokane. The good name of the city and vital interests of the highest and most sacred kind are at stake. It is a patriotic duty, and I have faith to believe Spokane will not fail."

IOWA HAS MINIMUM WAGE SCALE FOR TEACHERS.

A teacher in the schools of Iowa who has completed a four-year college course, who has received a degree from an approved college, and who is the holder of a State certificate or a State diploma, must receive a minimum salary per month of \$100, until a successful teaching experience of two years in the public schools has been established, whereupon the minimum becomes \$120 a month.

This is the first item in the minimum wage scale for teachers passed by the Thirty-eighth General Assembly of Iowa.

Teachers who have not the qualifications set forth will receive lower salaries. The synopsis of the law prepared by State Supt. P. E. McClenahan gives the following detail of the scale:

1. A teacher who has completed a four-year college course and received a degree from an approved college and who is the holder of a State certificate or a State diploma shall receive a minimum salary per month of \$100

Until a successful teaching experience of two years in the public schools shall have been established.

Thereafter a minimum salary per month of ----- \$120

2. A teacher who has completed a two-year course in education in a State normal school or other school whose diploma is recognized as an equivalent diploma by the State board of educational examiners and who shall be the holder of a State certificate, or who shall be the holder of a State certificate issued upon examination, shall receive a minimum salary per month of ----- \$80

Until a successful teaching experience of two years in the public schools shall have been established.

Thereafter, the minimum salary per month shall be ----- \$100

3. Normal training certificates: Graduates of normal training courses in approved normal training high schools who are the holders of normal training certificates shall receive—

(1) With less than one year of successful experience a minimum salary per month of ----- \$65

(2) With less than two years of successful experience a minimum salary per month of ----- \$75

(3) After two years of successful experience a minimum salary per month of ----- \$80

4. Holders of first grade uniform county certificates:

(1) With less than two years of successful experience a minimum salary per month of ----- \$75

(2) After two years of successful experience a minimum salary per month of ----- \$80

5. Holders of second grade uniform county certificates:

(1) With less than one year of successful experience a minimum salary per month of ----- \$60

(2) After one year of successful experience a minimum salary per month of ----- \$65

6. Holders of third grade uniform county certificates shall receive a minimum salary per month of ----- \$50

To any one who has been in the midst of Old World conditions during the war the appeal of our public school teachers for a decent wage comes as a distinct shock, not a shock because of their recognition of the need, but rather that they have been compelled to take the initiative. The old worlds feel the need of enlarged educational institutions and better pay for the teachers. Are we to lag behind?—Rev. John Logan Findlay, in letter to the Worcester Post.

THE AMERICAN RHODES SCHOLARS.

The names of 63 American Rhodes scholars to study at Oxford were announced on November 2 by Prof. Frank Aydelotte, of the Massachusetts Institute of Technology, American secretary to the Rhodes trustees.

Those designated for the year 1918 will enter Oxford in January and those named as for 1919 will enter in October, 1920. The designations, subject to ratification by the Rhodes trustees, are as follows:

Alabama—1918, Clifford Durr, J., Montgomery (University of Alabama); 1919, Charles W. Williams, Birmingham (Howard College).

Arizona—1918, James A. Tong (University of Arizona).

Arkansas—1918, Eugene Stevenson, Fayetteville (Hendrix College); 1919, Shelby McCloy, Monticello (Davidson College).

California—1918, Axel Berg Gravem (University of California); 1919, William Ray Dennes (University of California).

Colorado—1918, George F. Willson, Denver (University of Colorado); 1919, Walter E. Sikes, Union Theological Seminary, New York (Denver University).

Connecticut—1919, William Dwight Whitney, New Haven (Yale).

Delaware—1918, F. Bayard Carter, Newark, Delaware (Delaware College).

Florida—1918, Thomas Myers Palmer (University of Florida).

Georgia—1918, William B. Stubbs, jr., Savannah (Emory University); 1919, Frank W. Harrold, Americus (University of Georgia).

Idaho—1918, Walter E. Sandelius, Moscow, Idaho (University of Idaho).

Illinois—1919, Charles W. Carter, jr., Aledo (Harvard).

Indiana—1919, E. R. Baltzell, Princeton, Ind., (Indiana University).

Iowa—1918, Vergil Melvin Hancher (University of Iowa); 1919, Maxwell Haines Herriett, Grinnell (Grinnell College).

Kansas—1918, Davidson R. McBride, Wamego (Emporia College); 1919, Edward S. Mason, Baxter Springs (University of Kansas).

Kentucky—1919, Ira C. Powers, Cleveland (Georgetown College).

Louisiana—1918, Phillip Harold Jones, Baton Rouge (Louisiana State University).

Maine—1919, Phillip Dyer Crockett, Everett (Bowdoin College).

Maryland—1919, Frank V. Morley, Baltimore (Johns Hopkins University).

Massachusetts—1919, Crane Brinton, Rhinebeck, N. Y. (Harvard).

Michigan—1918, Ralph M. Carson, Ann Arbor (University of Michigan); 1919, selection postponed.

Minnesota—1918, Raymond W. Anderson, St. Paul (University of Minnesota); 1919, Herbert E. Cleffton, Minneapolis (University of Minnesota).

Mississippi—1918, Bryan England, West Point, Miss. (University of Mississippi); 1919, Louis M. Jiggetts, Canton (University of Mississippi).

Missouri—1918, Raymond P. Brandt, St. Louis (University of Missouri); 1919, John G. Madden, Kansas City (University of Missouri).

Montana—1918, C. K. Streit, Missoula (University of Montana).

Nebraska—1918, Ralph Timothy Wilson, Omaha (Creighton University); 1919, Alfred Irvin Reese, Sioux City, Iowa (University of Nebraska).

Nevada—1918, Stanley M. Pargellis, Cambridge, Mass. (University of Nevada).

New Hampshire—1919, Harold Sanford Glendenning, Norwalk, Conn. (Dartmouth College).

New Jersey—1919, Chester A. Osler, Haverford, Pa. (Haverford College).

New Mexico—1918, Donovan M. Richardson, Roswell (University of New Mexico).

New York—1919, Philip C. Jessup, Utica (Hamilton College).

North Carolina—1918, Robert L. Humber, jr., Greenfield (Wake Forest College).

North Dakota—1918, John Rea Bacher, Fargo (Fargo College).

Ohio—1919, Clark L. Mock, Cleveland (Western Reserve University).

Oklahoma—1918, Thomas O. McLaughlin, East End (Phillips University).

Oregon—1918, Frank Cudworth Flint, Portland (Reed College); 1919, Stephenson Smith, Toppenish, Wash. (Reed College).

Pennsylvania—1919, John Murdock Clarke, Philadelphia (University of Pennsylvania).

Rhode Island—1919, Marshall N. Fulton, Keokuk, Iowa (Brown University).

South Carolina—1918, F. P. McGowan, jr., Laurens (University of South Carolina).

South Dakota—1918, Bryton Barron, Sioux Falls (Sioux Falls College).

Tennessee—1919, William Y. Elliot, Nashville (Vanderbilt University).

Texas—1918, Joseph D. Doty, Dallas (Southern Methodist University); 1919, George F. Thomas, Clayton, Kans. (Southern Methodist University).

Utah—1918, John A. V. Davies, Salt Lake City (Princeton University).

Vermont—1919, Boardman Marsh Bosworth, New York City (University of Vermont).

Virginia—1919, Arthur Kyle Davis, jr. (University of Virginia).

Washington—1918, John M. Saunders, Rolling Bay (University of Washington); 1919, Ford K. Brown, Seattle (University of Washington).

West Virginia—1918, Julian Lamar Hagan, Huntington (West Virginia University).

Wisconsin—1918, Elwyn Evans, Columbus Junction, Iowa (Beloit College); 1919, Le Roy Burlingame, Madison (University of Wisconsin).

Wyoming—1918, Morgan V. Spicer, Berkeley, Calif. (University of Wyoming).

TEACHING SAFETY IN THE SCHOOLS.

National Safety Council Officer Describes St. Louis Plan—Safety as a Positive Force.

How safety is taught in the schools of St. Louis is described by Albert W. Whitney, of the committee on education of the National Safety Council, in a statement just issued.

"What has been done in St. Louis," says Mr. Whitney, "is to use the child's knowledge and intuition of danger and safety as a part of that body of experience out of which the educational mechanism is to be made. In this process safety takes its place only as one of a considerable number of equally important interests. Other bodies of experience which are made use of in a similar way are those arising out of the child's interest in nature, in health, in school discipline, in civic and national life, and particularly in the last two years the absorbing interests connected with the war.

Forming Habits of Safe Conduct.

"During the first four grades the effort is particularly directed toward the formation of habits of safe conduct. Over against the intuitive appreciation of danger are developed normal reactions, which, with repetition, become established as safe habits. In these early grades the dangers treated must obviously be of the simpler type, such as crossing the street, playing with matches, and getting on and off of cars. The dangers, furthermore, are personal—the action of the child in general is directed toward his own safety. In the following grades not only are dangers of greater complexity treated, but the points of view are successively developed in the child of responsibility for the safety of his immediate associates, and of the community, and of the nation. In other words, the content of the idea of responsibility is gradually developed outward from the individual himself, so as finally to include the whole of society.

"With the development of the child's reasoning powers, the emphasis is also shifted from the inculcation of habits to the development of more reasoned behavior.

Arithmetic and Safety.

"There are plenty of examples in the safety field for arithmetic classes. The statistics of accidents, particularly the tendency toward a decrease in the field of industry and the great increase in the field of public accidents, especially in connection with traffic, lend themselves admirably not only to examples in percentage and other simpler operations, but to a treatment by means of graphs which is most interesting. The interest of the

children in this work and its educational value are unmistakable.

"The reading classes get their material largely from the newspapers. It is needless to say that the preventive side is emphasized in the reading as well as the more harrowing tale of accidents themselves.

"The drawing classes find a live interest in the illustration of accident situations and in the preparation of slogans that will make a vivid appeal to the eye as well as to the mind.

"The geography classes concern themselves with such matters as the life-saving service on the coast, the fire-hazard in cities, the forest-fire hazard, and other hazards that have a localized interest.

"The nature classes study the safety motive as it unfolds itself in the various adaptations of animals and plants to their environment, beaks and claws for defense, wings and swift legs for escape, protective coloring for concealment.

"The work is carried into the dramatic field, first by means of a series of tableaux and second by means of simple plays, both prepared and executed by the children.

A System of Self-Government.

"The work and interest do not stop, however, with what is purely theoretical. In the St. Louis schools there has been developed, not strictly a system of self-government, but an advisory system, which works in close cooperation with the school authorities. This is worked through a series of committees of pupils that have to do with all the school interests in which the children may be properly concerned. I had the privilege of attending one of the frequent luncheons of the chairmen of these committees—children, of course, and can testify to the eager and effective and practical interest that the children are showing in the problem of developing their school community along right lines. Among the most important of these committees are those that have to do with school safety; for instance, the street crossing committee, which has its regular school policemen—children, of course—at the crossing each day to help to direct traffic and to get the little children safely across the street. On school picnics the safety committee is particularly on the job and takes a vivid interest in seeing that nothing happens to mar the happiness of the day.

"To recapitulate: In the St. Louis plan safety is not taught as an additional subject, it is not taught as a bundle of precepts, but it is made to occupy an

organic place in that body of experience which is used as the medium for teaching."

That safety has its positive side and that the positive, rather than the negative, should be emphasized is one of Mr. Whitley's conclusions. He says:

Safety a Two-Sided Idea.

"Safety is a two-sided idea. But, like most people with two faces, it presents only one to the public. The two faces are "Safety from" and "Safety for." It is only the former idea that you are thoroughly familiar with.

"In every case the positive face is there, though hidden. It is a curious circumstance of our life that Safety comes to us usually on the negative side, just as the newspapers present life on its seamy side. When I read of a divorce I must remember the hundred other cases where marriage is happy. When I talk to a child about safety from falling under the car wheels, I may well remind him that he is being made safe for a happy and useful life.

"If we admit that Safety has this double aspect, then we recognize that the safety movement is not a process of deprivation, but a process of substitution. It does not deprive life of adventure, but it substitutes a worthy adventure for a mean adventure.

"There is no real adventure in carelessly losing one's life under car wheels or in the gears of a machine. It is a worthy adventure to lose one's life on a battlefield in France or in piloting a way through the air across the ocean.

"If this is the real mission of Safety, there can be no doubt that it is a proper subject for school instruction. May I remind you that freedom, that liberty—those words that have kindled a hotter, more sacred fire in the hearts of men than any other words are of the same kind as safety. Freedom from tyranny implies freedom for the pursuit of a happy life.

"It can not be given all of us to fight for Freedom, but the fight for Safety, the fight for the real adventure, the fight for a life that shall be the measure of a purpose instead of the marred result of purposeless chance, is within the right of us all; it should be particularly within the right of every pupil in the public schools."

ONLY TWELVE DISSENTING VOTES.

The city of Winston-Salem, N. C., on October 7 carried an election with only 12 dissenting votes for a bond issue of \$800,000 for new buildings—the largest amount, according to the North Carolina High School Journal, ever voted at one time for school purposes by any North Carolina municipality or county.

Education in the Constitution of the German Republic.

"Art, science, and their teachings shall be free," begins the section on education of the constitution of the new German Republic.

Other sections deal with the cooperation of nation, "Territories" (the new designation, instead of States) and local communities in the support of education; the training of teachers; compulsory education in elementary and continuation schools; educational opportunities for all children without regard to economic or social condition; private schools—when allowed; civics and moral education; religious instruction; and the interest of the Nation in art memorials.

The following translation of the section is from the German text of the constitution as published by Carl Heymanns, Berlin, and furnished to the Bureau of Education through the courtesy of the New York Times:

EDUCATION AND SCHOOLS.

ART. 142. Art, science, and their teachings shall be free. The State accords them protection and takes part in promoting them.

ART. 143. The education of the young is to be provided for through public institutions. In their establishment the nation, Territories and local communities will cooperate.

Teacher training is to be regulated on a uniform basis for the nation according to the generally recognized principles of higher education.

The teachers in the public schools are to have the rights and duties of State officials.

ART. 144. The entire school system is to be under the supervision of the State; the State can ask the local communities to take part in it. School supervision is to be exercised by technically trained officials with administrative ability.

ART. 145. General compulsory attendance shall prevail. This function will be carried out by the public schools with at least eight school years and the supplementary continuation schools up to the completion of the eighteenth year. Teaching and lesson materials in the public and continuation schools shall be free.

ART. 146. The public school system is to be organically constructed. Upon a basic school for all there is to be erected the intermediate and higher school system. In planning for this part of the school system the various vocations shall be the determining factor, and the admission of a pupil to a given school shall be governed by his ability and his inclination, not by his economic position or the religious faith of his parents.

Within the local communities, however, upon the initiative of the parents of the pupils, public schools to accord with their religious belief or philosophy of life may be established, provided the reg-

ular educational procedure as set up by paragraph 1 is not interfered with.

In order to make possible the attendance of pupils in poor circumstances at the intermediate and higher schools, public means are to be supplied by the Nation and Territories, local communities with special scholarship aids for those regarded as adapted for education in the intermediate and higher schools, up to the completion of the course of study.

ART. 147. Private schools as a substitute for public schools require the approval of the State and are subject to the territorial laws. Approval is to be given when the private schools are not inferior to the public schools in their aims and equipment, as well as in the professional training of their teaching staff, and provided a division of the pupils according to the wealth of their parents is not promoted. Approval is to be withheld when the economic and legal status of the teachers is not sufficiently guaranteed.

Private elementary schools are only to be allowed when there is no public elementary school of the appropriate denomination or philosophy in the community for a minority of those entitled to instruction whose desires have to be considered according to article 146, paragraph 2, or where the educational authorities recognize a special pedagogical interest.

Exclusive private preparatory schools (Vorschulen) are to be abolished.

The existing law will continue in force for private schools that do not serve as substitutes for the public schools.

ART. 148. In all schools moral training, good citizenship, and personal and vocational zeal in the spirit of the German people and international reconciliation are to be striven for in all the schools.

In giving instruction in public schools care must be taken not to hurt the feelings of those who think differently.

Civics and industrial training are to be regular subjects of study in the schools. Every pupil will receive a copy of the constitution upon completing his school work.

The system of education for all the people, including the people's universities, is to be promoted by Nation, Territories, and communities.

ART. 149. Religious instruction is to be a regular subject of the schools, except in the denominational (secular) schools. The imparting of religious instruction will be regulated by the school authorities. It will be given in accord with the principles of the religious denominations concerned, in so far as this does not interfere with the State's right of supervision.

The imparting of religious instruction and the utilizing of church institutions are left to the wishes of the teachers, and the participation of the pupils in religious studies and in church festivals and other activities is left to those who have the right of determining the child's religious education.

The theological faculties of the universities are to be continued.

ART. 150. The monuments of art, history, and nature, as well as the beauties of the landscape, are to enjoy the protection and care of the State.

It will be the business of the nation to prevent German art possessions from going to foreign countries.

A NATIONAL SALARY SCALE FOR ENGLAND.

The ever increasing unrest among teachers in England, brought about by the high cost of living and the inadequate salary scales, have in recent months caused a great deal of friction between the teachers and the education authorities in England. Although in some areas the salary scale was recently revised and an approach made to pay the teachers in accordance with the recommendations made by the departmental committee in 1918, in others the raise was very slow and dilatory. This intensified the bad feeling and led to belief that the only solution for the improvement of relations between teachers and authorities was the establishment of a national scale of salaries, by active participation of the education authorities as employers and the National Union of Teachers as employees. The suggestion came from Mr. Fisher, president of the board of education, and was equally welcomed by the association and the union. This resulted in the formation of the standing joint committee representative of associations of local education authorities and the National Union of Teachers. At a meeting of the constituent committee, held August 12, 1919, it was agreed (1) that it is desirable to provide a central organization, representative of local education authorities and teachers, to secure the orderly and progressive solution of the salary problem in public elementary schools by agreement, on a national basis, and its correlation with a solution of the salary problem in secondary schools; (2) that for this purpose a standing joint committee of representatives of local education authorities and of the National Union of Teachers, in equal numbers, should be constituted; (3) and that for any resolution of the committee the consent of both bodies of the committee should be required. The work of the standing committee, under the chairmanship of Lord Burnham, will first endeavor to frame a provisional minimum scale of salaries for elementary schools. It is expected that at a certain date named by the committee all education authorities will bring their salaries up to the committee's scale, which is to remain in force for a period to be specified. The study is to be finished by the middle of December. Until that time no teachers' strike, it is announced, will be supported by the union.

INDIANA STATE SUPERINTENDENT URGES HELP FOR MODERN HEALTH CRUSADE.

"With the passing of each year the need of proper attention to the health of the school child becomes more and more evident," says State Supt. L. N. Hines in a letter to the school superintendents of Indiana.

"In some cities of the State, under the direction of the local tuberculosis association, there has been instituted in both public and private schools what is known as the modern health crusade—a move for the instruction of the pupil in the fundamental principles of hygiene, serving to ward off the ills common to children.

"The Indiana Tuberculosis Association will begin its campaign December 1 for the sale of 27,000,000 Red Cross Christmas seals. It is with the money derived from this campaign that the fresh air and health work in the State schools is being carried through. You are cordially requested to confer with your county anti-tuberculosis association and work out a program whereby your cooperation will help in this campaign.

FEDERAL EXTENSION WORK ASKED.

(Continued from page 1.)

citizens with the right of suffrage at a time when the problems of active citizenship are more numerous, complex, and difficult than ever before in our history, and that few of these have had any adequate instruction in the principles of democracy and in regard to the vital problems with which they must deal. Less than one-third of them have had any high-school education and less than one-eighth have graduated from a high school.

School-Directed Home Gardening.

Some of the other recommendations are as follows:

A much larger appropriation for the division of school-directed home gardening. The proper education of many millions of children, and even the possibility of their attending school at all during the years in which attendance at school is most valuable, depend to a very large extent upon the general adoption of the work which the bureau is promoting through this division. It is very important that there should be in the bureau a sufficient number of specialists in this subject to visit all cities, towns, and manufacturing villages in the country, advise with their school officials and teachers, and assist in directing the work of teachers until the plan is well enough understood and there are enough trained

teachers so that the work in any city or town may go on without outside direction, or until the several States have made provision for the direction of the work from their offices of education. The enactment of child-labor laws prohibiting the employment of children under 14 years of age in mills, mines, and quarries must result in enforced idleness of hundreds of thousands of boys and girls and in unnecessary hardships to them and their parents unless there be found for them some form of suitable employment economically profitable and at the same time educational. Results obtained through home and school gardening confirm the belief that both economically and educationally this is one of the very best forms of employment for children between the ages of 8 and 14 years. Results of the increased work of this division made possible by an allotment from the appropriation for the national security and defense of \$50,000 for the last quarter of the fiscal year ended June 30, 1918, and an allotment of \$200,000 for the last fiscal year show most clearly its value for production and education. If this work can be continued on this scale for a few years more it is believed that it will come to be recognized as an essential part of the school work of cities, towns, and industrial villages, thus enriching the educational life of boys and girls of these communities by an element otherwise impossible for them.

Rural and Industrial Education.

An increase in the number of specialists and assistants in rural education and industrial education. The few specialists now employed in these subjects are wholly unable to do more than a small part of the work needed. States are asking for expert advice in regard to school legislation and the improvement of their school systems. States, counties, and local communities want comprehensive and detailed school surveys. There is need and demand for such general and authoritative studies of school administration, courses of study, methods of teaching, and adaptation of the work of the schools to the life and needs of the communities which they serve as can be made effectively only by a large group of men and women of the best ability working under the direction of the Federal Government. The passage of the Federal vocation act—the so-called Smith-Hughes Act—and the creation of the Federal Board for Vocational Education relieves the Bureau of Education to a certain extent of responsibility in regard to vocational education in certain classes of schools and for certain classes of persons, but at the same time

it emphasizes the importance of the work which the bureau should do for vocational education in other schools and for other classes of persons and adds in large measure to its responsibilities in regard to these subjects.

The addition of two or three specialists to the division of commercial education for the investigation of problems of commercial education and to assist in making plans and finding means for the preparation of our young people for participation in the larger commercial life upon which the country is now entering. The rapid expansion of the foreign commerce of the United States, because of the war and for other reasons more permanent, makes the needs of this division more pressing than when it was first recommended some years ago.

School Sanitation and Hygiene.

More adequate provision for the investigation and promotion of school sanitation and hygiene and the physical education and development of pupils. More than 20,000,000 children spend a good part of their time each year in public and private schools in the United States. They come to these schools that they may gain preparation and strength for life. In many of the schools the heating, lighting, ventilation, and other means of sanitation are so poor that instead of gaining strength for life they have the seeds of disease and death sown in their systems. In many other schools the daily regimen is such as to cause the children to lose a very large per cent of that which they might gain with a better regimen. From State, county, and city school officers, in all parts of the country, thousands of requests come to the bureau for information and advice in regard to these matters. The bureau should be able to give accurate information and sound advice regarding various phases of this subject. The establishment of health and right health habits and the best types of physical education must be considered most important and vital factors in any education that is to fit for life. Provision for such games, plays, drills, and other exercises as will develop physical strength, bodily control, and endurance is essential to the schools of any nation that would maintain for all its citizens a high degree of preparedness for the duties both of peace and of war. Facts revealed by the physical examination of volunteers for the Army and the Navy and of selected men in the Army show most clearly the need for this service.

To Study City School Administration.

The addition of several specialists and assistants in the division of city-school administration for the investigation of

problems of education and school administration in cities and towns. The drift of population to the cities and towns continues, and the proportion of urban population to rural population is increasing rapidly. Almost one-half of the children of the United States now live in cities, towns, and densely populated suburban communities. In some sections of the country a very large proportion of these children are the children of foreign-born parents. All this adds to the complexity and difficulty of the problems of city-school administration, especially in the larger cities. Many hundreds of requests for advice and information in regard to these problems come to the bureau every year. Within the last few years requests have come to the bureau for comprehensive educational surveys in dozens of cities, and many other cities have appealed to other agencies for work of this kind because their superintendents and boards of education knew that this bureau was not equipped as it should be to do this work. If the right education of the 12,000,000 children who live in cities is a matter of interest to the Nation as a whole, then this bureau should be enabled to do effectively those things which no other agency can do to assist the school officers and teachers of these cities in making the work of their schools more effective. The large and increasing number of requests for comprehensive surveys of city-school systems and for advice and assistance in the readjustment of courses of study and in regard to other phases of city-school administration make it necessary for the bureau to be able to do the work of this division more effectively if it is to retain the respect of school officers interested in this very large and important part of our school system as a reliable and effective agency for information, advice, and assistance.

Exceptional Children.

The establishment of a division with specialists and assistants for the investigation of the education of exceptional children. There are in the United States more than 2,000,000 children whose education requires means varying widely from those in common use for the education of normal children. This includes subnormal children, the deaf, the blind, the crippled, the incorrigible, the diseased, and those whose superiority, general or specific, makes it desirable that they be given special opportunities in particular subjects or for general promotion. These children are to be found in cities, towns, and rural communities alike, and all school officers and teachers have to deal with them. The bureau of Education can not be considered as performing its duties to all the population with impartiality

until it has in its service men and women who can give accurate information and helpful advice in regard to the education of these children.

In Behalf of Home Education.

A careful and thorough investigation as to the means of better education of children in their homes and the dissemination of information as to the best methods for the early physical, mental, and moral education of children in the home and for the better cooperation of home and school in the education of children of school age. Children of the United States are in school less than 4 per cent of their time from birth to 21. The home is the primary and fundamental educational institution. Schools and other agencies are only secondary. If education in the home fails, no other agency can make good the failure. With our changing civilization and social and industrial life, there is need for more careful study of education in the home. The cooperative arrangement with the National Congress of Mothers and Parent Teacher Association, by which work of this kind had been maintained on a small scale until the 1st of July of this year, is no longer legal. Congress should make an appropriation sufficiently large to enable it to be continued and largely extended. If an appropriation is made for educational extension, as recommended elsewhere, this work might well be included with that.

Illiteracy and Americanization.

Provision for the investigation of the education of adult illiterates and the dissemination of information as to the best methods of teaching illiterate men and women to read and write and of extending the meager education of those who were denied the advantages of the schools in their childhood and youth. According to the census of 1910, there were in the United States more than 5,500,000 illiterate men and women and children over the age when they may be expected to make a beginning in the public schools, and there were many millions more barely able to read and write. This illiteracy is a burden to society and a menace to State and Nation. Within the past few years much interest in the removal of this burden has developed, and from all sides come requests for assistance of many kinds from this bureau. The response to the little attention which this bureau has been able to give to this subject indicates that States, local communities, individuals, and benevolent societies are ready to cooperate heartily with the Federal Government in any reasonable plans which may be devised and presented for this purpose.

The work of instructing persons of foreign birth in the English language and in the geography, history, ideals, industrial requirements, and manners and customs of our country—the work generally known as Americanization—is so very important that it should be promoted, both by national and State aid. There are in the United States between thirteen and fifteen millions of persons of foreign birth. Of these approximately 5,000,000 can not read, write, or speak the English language, and approximately 2,500,000 of them can not read or write in any language. Such a large proportion of our population unassimilated constitutes a constant menace. With a sufficient appropriation to assist in paying the salaries of teachers and State and local supervisors and funds for a staff of experts under its immediate direction, the Bureau of Education could promote effectively this work of Americanization, so vitally important to the strength and welfare of the Nation. The passage of the bill now pending in both Houses of Congress for the appropriation of \$14,250,000 a year for seven years for the purpose of enabling the Federal Government through this bureau to cooperate with the several States in this and in the teaching of native-born illiterate men and women would have results of incalculable value. It is sincerely hoped that this bill may become law.

Motion Pictures in Education.

The value of stereopticon and stereoscope slides, moving-picture films, and phonographic records in school instruction and for extension education through community organizations, women's clubs, and other societies is well established, and there is need and an increasing demand for a central agency for the production and circulation of such slides, films, and records. The Bureau of Education, in cooperation with State and city departments of education and institutions of higher learning, might render an invaluable service in this field at small cost. The eagerness with which university extension divisions and other educational extension agencies have responded to the bureau's offer of cooperation in the obtaining and distribution of five or six million feet of films, mostly war and public-health films, indicate what might be done with an adequate appropriation for this purpose.

Community Organization.

The value of and need for community organization, especially in rural communities, become constantly more apparent, and interest in the subject has extended to all parts of the country. The

experience of three years has shown that such organization can be promoted most effectively by the Bureau of Education in cooperation with State departments of education. A community organization in every school district in the United States and their Territories and possessions would be incalculably valuable for the period of reconstruction following the war. It is therefore recommended that the personnel and equipment of the bureau for this work be largely increased. If the appropriation recommended for the Division of Educational Extension in the bureau is made, this work of community organization should be included under it.

For a Study of Negro Education.

An annual appropriation of \$25,000 to enable the Bureau of Education to continue and enlarge its work of studying the problems of the education of Negroes in the United States and the education of backward peoples in the Territories and possessions of the United States. The adaptation of the means of education to these people involve many difficult problems to the solution of which comparatively little attention has been given, but without whose solution much of the money expended, both from public and private sources, for schools and other means of their education will be lost and their development and progress greatly retarded. When an appropriation is made for the reestablishment of the Division for the Education of Negroes and Backward Peoples the man recommended in section 10 of these recommendations to give his entire time and attention to the colleges of agriculture for Negroes in the Southern States might well be attached to this division instead of to the Division of Higher Education.

School Board Service Division.

An appropriation of \$40,000 a year to enable the Bureau of Education to continue the School Board Service Division, established and maintained through the last half of the fiscal year with the help of an allotment from the President's fund for the national security and defense, for the purpose of assisting boards of education of city and country schools and boards of trustees of universities, colleges, normal schools, and technical schools in finding teachers of the grade and kind that are sought from the country at large rather than from local communities. The emergency for the relief of which this division was established is now and will remain for several years almost as great as it was before the signing of the armistice and the beginning of the return of men from the Army

and of men and women from the industries connected with the war. The great industrial development which must follow the establishment of peace and the unusually high wages paid in the industries will continue to attract many teachers from the schools, and even when conditions have become more normal there will still be great need for the service which only such an agency as this can render.

Scientific Experiments in Education.

Means to enable the bureau to cooperate with schools of education in colleges and universities, with normal schools, and with city and county school systems in making important investigations and definite experiments in elementary and secondary school education under scientific control. There is as much need for scientific experiments in education as there is for such experiments in agriculture or engineering. Although we are spending annually many hundreds of millions of dollars on public education, we have little accurate and definite knowledge about the value of various forms of education and methods of teaching, and we can have little more until provision is made for such scientific experiments as are here indicated. With a comparatively small amount of money the bureau might obtain the cooperation of individuals, institutions, and boards of education in making important investigations and experiments in education not otherwise possible without much larger expenditures.

Means to enable the Bureau of Education to cooperate with State and county school officers in establishing and maintaining model rural schools for the purpose of demonstrating the value of such forms of rural school organization, management, courses of study, and methods of teaching as may appear to be most desirable to be incorporated in the rural schools of the several States and communities of the United States.

An Educational Building.

For the work which the bureau now does more room is needed, and still more will be needed as its staff of experts and clerks is increased. There is now need for more and better arranged space for the bureau's library, which is increasing from year to year. The Nation needs an educational museum, a kind of perpetual educational exhibit, in which there may be found at any time, properly arranged and catalogued, typical courses of study, samples of school furniture, and equipment of all kinds, specimens of school work, plans and photographs of buildings and grounds, and

whatever else may be helpful in enabling students of education and school officers and teachers to gain an accurate and comprehensive knowledge of purposes, methods, and results of education in this and other countries, and assist them in forming ideas for the improvement of their own schools and school work. This museum should, of course, be under the direction of the Bureau of Education and should constitute an essential part of its equipment. The work of the Federal Board for Vocational Education, of which the Commissioner of Education is a member, is so closely related to that of this bureau that it would add to the efficiency both of the board and of the bureau if they were housed in the same building, so that they might have easy access to the same library and communicate easily with each other; and there are other important activities of the Government which could be carried on more effectively under the same conditions. I therefore renew the recommendations contained in previous statements that plans be considered at once for the erection of a building that will afford ample room for the work of the bureau and allied activities of the Government, house the bureau's library, and furnish ample room for such collections of materials as those mentioned above. It would, I believe, be entirely proper that such a building be erected in memorial of the patriotic services rendered by the schools and their teachers and pupils during the great war; and these teachers and children might well be permitted to contribute to the cost of the building.

Additions to the Bureau's Force.

The commissioner renews his recommendation for an increase in the salaries of chief clerk, editor, statistician, specialists in higher education, and other specialists; removal of the limit on amount of salaries which may be paid from the lump-sum appropriation for rural industrial education and school hygiene; an assistant commissioner and a private secretary; an assistant editor; a specialist in foreign and domestic systems of education and an assistant in foreign systems of education; two additional collectors and compilers of statistics; a comparatively large increase in the number of clerical and other employees; a small appropriation to equip the bureau with modern labor-saving devices; an increased appropriation for traveling expenses; larger editions of bureau documents, and additional specialists in higher education, including education in universities, colleges, schools of technology, schools of professional education, and normal schools.